

Prudhoe Castle First School – Pupil Premium Grant Spending Allocation 17/18

We have received £9820 for 2017 – 2018 in respect of pupils who qualify for the allocation.

Currently 8.9% of students at Prudhoe Castle First School are eligible for the Pupil Premium.

We spend this money as part of our commitment for all children to achieve their full potential. This money is allocated to provide resources both staffing and physical to help children make rapid progress. We measure progress each half term for each child and compare this with the target. Interventions are adapted each half term to take into account previous learning and progress.

How we spend our money.

Amount	What we will do	What will the impact be	Outcomes
£300	Subsidised residential trip to Hawkhirst where the children will have the opportunity to take part in activities such as Zip Wire, Giant Swing, Trapeze, Archery and canoeing.	Although the centre is an opportunity for outdoor adventure learning, experience also shows that the visit is a valuable opportunity for pupils to develop social and emotional skills with regard to independence and autonomy, risk taking, teamwork, collaboration and self-evaluation.	Pupil's autonomy, self-awareness and sense of independence are developed, articulated and celebrated in school. Participation contributes to our commitment to ensuring that pupils are well prepare, both socially and emotionally to make the transition from first school to middle school, and the academic challenges some will face. All Year 4 pupils will attend the residential and any remaining places will be offered to the Year 3 pupils. All pupils in Year 4 wishing to attend the residential were able to attend.
£300	Extra-curricular activities	By giving the pupils opportunities to engage in extra-curricular activities we are increasing the experience of pupils, providing	Extra-curricular activities are timetabled to ensure that the

		wider opportunities to socialise, promoting health/well-being, improving attendance, developing curriculum skills/reasons to write, stimulating learning, promote SMSC/British values and allowing for improved attainment/progress in basic skills.	children are able to attend a wealth of sporting, spiritual and cultural trips by the time they are in Y4. All children were able to take part in these trips regardless of parental contributions. The developmental skills of the pupils has been enhanced through enriching and enjoyable experiences. Their social skills and opportunities for forming new friendships were also enhanced, pupils were able to interact with like-minded people who share the same interests.
£500	Breakfast Club	Getting children to school on time with a full stomach so they are alert and ready to learn at 9am. In addition parents who may struggle with childcare fees are able to go out to work and provide for their families, which has a positive impact on the children as they see the value of work and are inspired to achieve themselves.	A number of pupils were offered a place at breakfast club which resulted in improved attendance and punctuality.
£1500	Small group work for maths, revising basic skills and improving mental recall	Education Endowment Fund suggests this will have on average an impact of +4 months. We expect the pupils to be more confident working in a small group and as a result they will make rapid progress. On average we would expect pupils who are emerging to be progressing towards secure at their level.	See data below. Pupils have made progress from their starting points. They now work more confidently in small groups and are beginning to work more independently. There was also emotional and social support for these pupils which resulted in less disruption during lessons.
£1500	Small group work for reading	Education Endowment Fund suggests this will have on average an impact of +4 months. The children will have the opportunity to read and discuss books in an area away from everyday noise and distraction. Through discussion of the text,	See data below. Pupils have made progress from their starting points. They now work more confidently in small groups and are beginning to

		children will develop comprehension skills and be able to discuss the text at their level.	work more independently. There was also emotional and social support for these pupils which resulted in less disruption during lessons.
£1000	Phonics Groups based on levels	Education Endowment Fund suggests this will have on average an impact of +4 months. Each pupil works in a phonics group working at a particular level in Letters & Sounds. This allows children to cover sounds they haven't picked up in smaller groups.	3/4 Pupil premium pupil achieved the expected standard. The 1 pupil premium pupil who did not achieve the expected score is awaiting further assessment.
£2000	Early talk boost and talk boost in nursery and reception.	Education Endowment Fund suggests this will have on average an impact of +5 months. Where a pupil has difficulties with spoken sounds, this impacts on self-confidence and self-esteem as well as limiting access to the curriculum.	The pupils in the talk boost intervention made good progress with their communication skills. They all moved up a developmental band.
£1500	Small intervention groups focusing on Writing	Education Endowment Fund suggests this will have on average an impact of +4 months. We expect the pupils to be more confident working in a small group and as a result they will make rapid progress. On average we would expect pupils who are emerging to be progressing towards secure at their level.	See data below. Pupils have made progress from their starting points. They now work more confidently in small groups and are beginning to work more independently. There was also emotional and social support for these pupils which resulted in less disruption during lessons.
£500	Nurturing group	Nurture groups are a short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class. As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving.	Pupils were more confident and able to work more independently. They were able to work better in small groups and accept help from pupils in their group. This has enabled them to making rapid progress towards their end of year target.
£500	Parental engagement – phonics workshops, early numeracy skills	Education Endowment Fund suggests on average, parental engagement programmes evaluated to date have led to a	Parents felt more equipped to support their child at home.

		positive impact of approximately five additional months' progress over the course of a year.	
£100	Rewards	We have a reward system, rewarding good behaviour which allows for improved attainment and achievement.	We have seen a reduction in incidents and the number of pupils moving to red.
£300	Staff CPD	Training for all staff including support staff will improve teaching, staff to also observe teaching/systems in other schools which will improve outcomes for pupils.	We have increased the number of pupils achieving ARE by the end of the year.
Total: £10,000			

The impact of how we spend our Pupil Premium Funding (data)

In 2017/18 100% (2/2) of our Early Years pupils in receipt of pupil premium achieved a good level of development compared to 70.7% all pupils nationally 2017.

In 2017/18 3/4 pupils in receipt of pupil premium funding achieved the expected standard in the Phonics Screening Check. The 1 pupil who did not achieve the expected standard is also on the SEND register.

In 2017/18 we had 9 Pupil Premium pupils, 2 of which were also on the SEND register. Assessment shows that pupils made accelerated progress towards achieving their individual targets. The data is affected by the small number of Pupil Premium pupils therefore we cannot report on individual year groups, but in-school there is a detailed evaluation.

	Reading	Writing	Maths
Pupil Premium Pupils at or above Age Related Expectations (ARE) at the end of 2017/18	77.8% (7/9)	77.8% (7/9)	77.8% (7/9)
Pupil Premium Pupils at or above their own individual targets at the end of 2017/18	88.9% (8/9)	77.8% (7/9)	88.9% (8/9)
All pupils National at or above Age Related Expectations (ARE) (KS1) at the end of 2016/17	76%	68%	75%
All pupils in LA at or above Age Related Expectations (ARE) (KS1) at the end of 2016/17	80.5%	73.6%	78.7%